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ABSTRACT

A study sought to determine the effects of reading deficiency on the interpersonal relationship needs of regular and remedial readers as composite groups and on elementary and secondary school remedial and regular readers as age groups. Elementary and secondary school students were randomly selected and tested on the Gates-MacGinitie Reading Tests and on either the Fundamental Interpersonal Relations Orientation-Behavior Scales (FIRO-B) (for secondary school students) or its alternative form (for elementary school students). Remedial readers were identified on the basis of the Gates-MacGinitie scores. The interpersonal tests concentrated on individual behavior that the individual displayed toward others and the behavior that the individual wanted others to display. Results indicated that (1) remedial readers wanted others to take more interest in them than did regular readers, (2) remedial readers differed from regular readers in their need to establish a satisfactory relationship with other people in the area of power and control, (3) remedial readers showed a deficit in meeting "wanted control" needs, and (4) the secondary school remedial readers wanted more affection indicating a strong desire to love other people and have them respond. The significance of the four variables that discriminated between the four groups indicated that age was not a determining factor in interpersonal needs when reading deficits are considered. (HOD)

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INTERPERSONAL NEEDS OF REMEDIAL READERS

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INTERPERSONAL NEEDS OF REMEDIAL READERS

Educators have long believed that a reading deficiency negatively affects the self concept of remedial readers. Some investigators have found anxiety and guilt feelings, sadistic fantasies and efforts to suppress these fantasies common to the remedial readers they have studied (Karlin, 1972). If remedial readers have a lowered self concept as some researchers have found (Swihart, 1967, Williamson, 1979), their relationship with others should be affected. The purpose of this study was to identify whether the interpersonal needs of remedial readers differed from those of regular readers as composite groups and where divided into elementary and secondary age groups.

Procedure

The population consisted of 53 elementary students and 81 secondary students randomly selected from three school districts in the Dallas-Fort Worth area. All students were tested on the Gates-MacGinitie Reading Tests and the Fundamental Interpersonal Relations Orientation-Behavior Scales (FIRO-B). The HIM-B, an alternative form of the FIRO-B for those under the age of 12, was used with elementary subjects.

The Gates-MacGinitie measures grades 4 through 12 on reading speed, vocabulary and comprehension. Grade level scores are available on the test which identified remedial readers who were reading at least two years below grade level. On the basis of the Gates-MacGinitie scores, 26 elementary remedial readers and 27 secondary remedial readers were identified.

The FIRO-B and HIM-B were constructed to measure how an individual acts in interpersonal situations and to construct a measure that will lead to a prediction of interaction between people based upon the measuring instrument alone. Since the scales of the tests are all Guttman scales, reproducibility is the appropriate measure of test reliability. The usual criterion for reproducibility is that 90 per cent of all responses are predictable from knowledge of scale scores. The mean reproducibility for all scales on the FIRO-B and HIM-B was .94 per cent.

The test concentrates on individual behavior which the individual expresses (E) toward others and the behavior which he wants (W) others to express toward him. A matching of the "E's" and "W's" indicates a congruency in needs on the part of the individual. An individual's score can range from 0 to 10 with 5 being the median of the construct measured. A discrepancy between "E's" and "W's" on any scale provides indications of sources of anxiety derived from either deprivation or excess in meeting interpersonal needs. The constructs measured on the FIRO-B and HIM-B are:

INCLUSION:	the need to feel that the self is significant and worthwhile. Behaviorally, the interpersonal need for inclusion is defined as the need to establish and maintain a satisfactory relation with respect to interaction and association. Satisfactory relation is measured on two levels.
Expressed:	psychological comfort in originating or initiating interaction.
Wanted:	taking an interest in others and having them take an interest in self.
CONTROL:	the need to establish a satisfactory relationship with other people in the area of control and power.
Expressed:	controlling all behavior of other people to controlling no behavior of others.
Wanted:	always being controlled by others to never being controlled by others.

AFFECTION: the need to behaviorally establish and maintain close relationships with others.

Expressed: psychological comfort on the continuum from always originating close relationships to never originating close relationships to self.

Wanted: being able to love other people and have them love self to a satisfactory degree (Schultz, 1958).

Results

A discriminate analysis was carried out on the FIRO-B and HIM-B data in order to define which of the FIRO-B and HIM-B data would discriminate between remedial and non-remedial groups. A discriminate function is simply a standardized vector of weights which, when applied to raw scores on the dependent measures, will make the groups have maximally different mean scores.

The first stepwise discriminate analysis was made using regular and remedial reading as classification groups. The classification groups in the second discriminate analysis were remedial and regular elementary age students and remedial and regular secondary age students. The algorithm employed was the SPSS procedure for discriminate analysis with the MINSRESID minimization criterion. The object of this test is to minimize the residual variation in order to test between FIRO-B and HIM-B scales and reading groups.

Results of the first stepwise discriminate analysis between remedial and regular readers indicated that remedials differed significantly on a linear combination of Inclusion Wanted and the discrepancy scores obtained from subtracting Expressed and Wanted Control scores. Inclusion Wanted was

the primary variable contributing to the separation between the two groups. Inclusion Wanted mean for regular readers was .40 and 1.21 for remedial readers. The mean on the Control Discrepancy score was -.65 for regular students and -1.38 for remedials. The larger negative number is a result of subtracting Wanted Control from Expressed Control. The negative discrepancy score indicates remedials have a need deficit in Control Wanted. Results of this discriminate analysis are summarized in Table I.

TABLE I

Composite Means for Regular and Remedial Readers

	Regular	Remedial	Standardized Discriminate Co-efficient
Inclusion Wanted	.40	1.21	.96
Control Discrepancy	-.65	-1.38	.42
Composite Mean	-.12	.55	

Results of the second stepwise discriminate analysis indicated that elementary and secondary remedial readers differed among groups on four variables; Inclusion Wanted; Control Expressed; Control Discrepancy, and Affection Wanted. Univariate values for all variables are summarized in order of importance in Table II.

TABLE II

MEAN VALUES FOR ELEMENTARY AND SECONDARY REMEDIAL AND REGULAR READERS

	Elementary (Regular)	Secondary (Regular)	Elementary (Remedial)	Secondary (Remedial)	Standard Co-efficien
AW	1.56	.80	.2	1.63	1.02
IW	.35	.43	1.0	1.26	-.26
CE	5.56	8.43	5.20	5.47	.09

CONTROL DISCREPANCY	-.88	-.48	.60	-1.90	-.55
Composite Mean	.32	-.26	-.98	- .34	

As seen by this table, the Affection wanted was the biggest variable contributing to the most separation effect between the groups as demonstrated in the standardized co-efficient. There is a significant difference on composite mean scores between elementary regular and remedial, secondary regular and remedial, elementary regular and secondary regular. There was no significant differences between elementary remedial and secondary remedial groups.

Discussion

The present investigation sought to determine the effects of reading deficiency on the interpersonal relationship needs of regular and remedial readers as composite groups and elementary and secondary remedial and regular readers. The Wanted Inclusion score was the most significant variable in differeniating remedial from regular readers. The implication is that remedial readers want others to take more of an interest in them than regular readers. Remedial readers also differed from regular readers on their need to establish a satisfactory relationship with other people in the area of power and control. The remedial reader had greater discrepancy between Wanted and Expressed scores, indicating according to FIRO-B interpretation, a deficit in meeting Wanted Control needs. It has sometimes been assumed that remedial readers should not be identified as a group. Hence the

euphemistic labeling of reading groups in elementary school as the "Bluebirds" or "Cowboys" and "Developmental Readers" in secondary school in an attempt to limit the inclusion of the remedial reader in a group. It is possible that these procedures do not meet the need for inclusion expressed by the remedial reader. The implication for remediation is that remedial readers would benefit in a remediation program that indicates the administration, teachers, and community are taking an interest in them. Further, it would seem they would like to have more control in the interpersonal relationship opportunities that are structured in the program.

For the secondary remedial reader, there was an even greater discrepancy between Wanted and Expressed Control than for the elementary remedial reader (elementary .60, secondary -1.90). Further, the secondary remedial reader wanted more affection indicating a strong desire to love other people and have them respond. The Affection variable was lower for the three other groups (secondary remedial reader 1.63, secondary regular reader .80, and elementary remedial .20, elementary regular 1.56). While it may be assumed that elementary students need affection, the great need for affection on the part of the secondary remedial readers may not be so apparent.

The study found that remedial and regular readers demonstrate different interpersonal needs as measured by the FIRO-B. The significance of four variables which discriminated between the four groups indicated that age was not a determining factor in interpersonal needs when reading deficit is considered. Whether these interpersonal differences are considered in the design of remediation programs may be another matter.

Clearly the secondary remedial readers affection needs are much greater than the regular secondary reader. Perhaps inability to perform reading

tasks has resulted in insufficient rewards and hence the reduction of others taking an interest in the remedial reader and rewarding him/her affection. Thus, both the affection and inclusion needs may not be met, leaving the remedial reader with an inability to establish a satisfactory relationship of power and control in his interpersonal relationships. The validity of these implications from this study should be judged on an individual basis. However, based upon the profile of these subjects, it would seem that an effective remediation program should provide a procedure compatable with the interpersonal relationship needs of the remedial reader. As Abraham Maslow stated, deficit needs must be met before the individual can begin to move toward the resolution of growth needs. Those structuring remediation programs would do well to consider the interpersonal need differences of the remedial reader particularly in the areas of control, inclusion, and affection.

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